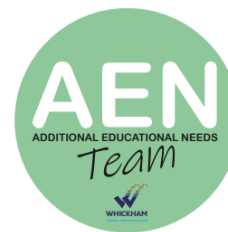


# Whickham School and Sports College



## Additional Educational Needs (AEN) Policy 2020-21

## Additional Educational Needs (AEN)



### Vision and Values

At Wickham School, we value all of our pupils and ensure that they are seen as individuals with differing interests, knowledge, skills and needs. We have an inclusive ethos and strive to increase the learning and participation of all pupils, ensuring access to an appropriate curriculum.

SEND is seen as a whole-school issue, hence the responsibility of everyone. Every teacher is a teacher of every young person, including those with SEND or any other additional need. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes.

### Objectives of AEN Policy

The School aims to provide a supportive environment in which all students have access to the widest possible educational and social opportunities. Entitlement to the National Curriculum is viewed as an integral feature of this premise.

Children with additional educational needs (AEN) are therefore the responsibility of all teachers who work towards enhancing the learning experience of these children in line with school aims.

In line with the expectations of Teacher Standard 5, teachers should adapt their teaching to respond to the strengths and needs of all pupils:

- knowing when and how to differentiate appropriately;
- having a secure understanding of barriers to learning and how to overcome them;
- demonstrating an awareness of the physical, social and intellectual development of children;
- having a clear understanding of the needs of all pupils, including those with special educational needs (SEN); those of high ability; those with English as an additional language (EAL); those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Any additional support will be flexible in order to respond to the needs of pupils and faculties and withdrawal of children with additional educational needs from some mainstream classes may be one facet of this support.

However, the basic philosophy of a broad-based, flexible support system across the curriculum for all pupils with additional educational needs is recognised as a fundamental principle in the school's response to such students. Wherever possible, integration of pupils with additional educational needs into mainstream classes is encouraged and supported.

## Coordination of provision for students with AEN

- Assistant Headteacher / Strategic Lead for AEN - Dan Crosland
- SENDCo – Amanda Gowland
- AEN Co-ordinator - Aundra Mullen
- Specialist Dyslexia Teacher - Caroline Ford
- Interventions - Kathryn Findley
- Learning Mentors - Joanne Wilson, Karen O'Halleron
- Learning Support Officers - Jodie Armstrong, Richard Oram, Suk Sarkar
- Learning Support Assistants - Jacqui Beck, Danielle Burt

Provision for pupils with AEN is coordinated by the SENDCo and AEN coordinator in conjunction with Faculty and Pastoral leaders.

Pupils are supported by a team of Learning Support staff.

The Governing Body monitors the effectiveness of AEN. The link governor for 2020-21 is Vicky Mcleod. Governors are aware of the Code of Practice and the arrangements in school for responding to this.

## Access for Students with a Disability

The new main school building is fully accessible to students with physical difficulties.

The following facilities are available for students and their parents/carers with physical difficulties:

- Disabled parking bays
- Ramped access to buildings
- Lifts to all floors in 6th form block and main school building
- Accessible toilets
- Induction loop for hearing aid users in sixth form block and some classrooms.
- Accessible break areas
- Accessible dining area
- A private room for administration of medication

A risk assessment carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan. We have an Accessibility Policy which is available on request. This refers to the requirements of the Children and Families Act 2014, section 69.

## Allocation of Resources

Resources are allocated to pupils with additional needs through additional staffing in the core subjects, providing a favourable student/teacher ratio. The AEN Team receives a budget for the provision of resources and operating costs.

Enhanced provision (Additional Resources Mainstream Provision (ARMS) is in place for students with a diagnosis of Autistic Spectrum Disorder (ASD) who have an Education Health Care Plan (EHCP). Placement in this provision is through the SEN Placement Panel through the Local Authority. Support is usually in mainstream lessons but some small group work is carried out with these students.

A specially designated suite of rooms in the Key Stage 4 (KS4) block has been furnished and set up as a place where ASD students can come before school, at break-times, at lunch-times and after school. It is supervised at these times. Students may also access these rooms at other times during the day as necessary.

JW and KOH are Learning Mentors with ASD specialism and will be the first point of contact for pupils, parents and staff who have specific queries related to ASD pupils.

Some pupils have access to additional literacy support. Some pupils attend withdrawal sessions when reading is taught using a multi-sensory approach. Reading and Literacy support is co-ordinated the SENCo and AEN Coordinator. Those KS3 pupils with a diagnosis of dyslexia who are identified as requiring additional specialised interventions might attend one to one or small group lessons with CVF who holds a professional qualification in this area.

All faculties have a responsibility to be aware of students with additional needs when allocating budgets.

### Identification, Assessment and Review procedures

As a school, we identify the needs of pupils by considering the holistic needs of the child, not just the special educational needs.

The **SEND Code of Practice** (DfE 2014) describes four main categories of need. These are:

- **Communication and Interaction** (e.g. speech / language delay, HI, features of ASD);
- **Cognition and Learning** (e.g. moderate, severe, profound or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia)
- **Social, Mental and Emotional Health** (e.g. children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lacking concentration)
- **Sensory and / or Physical Needs** (e.g. sensory, multisensory and physical difficulties)

All pupils who have a SAT score of less than 100 will be screened using Cognitive Ability Tests (CAT) to ascertain if additional interventions are required in year 7. Students who score in the below average range (Standard Age Score of 85 or less) have their reading tested by further in depth testing using a range of diagnostic assessments.

Reading progress is reviewed by re-testing with age appropriate reading tests at the end of each academic year. We also have additional baseline testing in the form of Accelerated Reading STAR tests which are conducted at three different intervals during the academic year in years 7, 8 and 9.

A list of pupils with AEN, along with a brief description of their level of functioning, is circulated to all faculties and pastoral leaders. This is in the form of a register which is updated throughout the year. All staff have access to the current register which is held on the staff shared area.

More detailed information on pupils with SEND is provided on Class Charts in the form of Pupil Passports and Learning Plans:

Pupil Passports have significant input from the pupils themselves and are presented from their perspective. This allows members of staff to know them more personally and holistically in order to break down any barriers. Information includes - area of

need, what people admire about me, what makes me happy at school and at home and how I want to be supported.

Learning Plans are documents which provide specific guidance on how pupils' needs may manifest themselves in lessons and what strategies can be put in place to support. They detail specific information about pupils' diagnoses (or, 'area(s) of concern') and includes targets, desired outcomes and specific strategies and provisions.

The monitoring of the progress of AEN pupils is carried out by the relevant faculty Programme Leader, in conjunction with the SENCo and AEN Co-ordinator.

Any child whose academic performance is giving cause for concern can be referred to AEN, for in-depth assessment. This assessment is carried out by AEN staff using a variety of techniques including:

- Norm-referenced tests
- Diagnostic tests
- Observation
- Analysis of written work
- Reference to other available data

Information and advice will then be circulated to the child's teachers, faculty and pastoral leaders. The SENCo, in conjunction with Pastoral Leaders, will follow up each child who has been referred, in order to monitor progress.

Pupils whose social, physical and emotional development is giving cause for concern will be referred, in the first instance, to the appropriate pastoral leader who will then liaise with the SENCo and external agencies as appropriate in order to establish suitable provision.

A staged procedure of identification and assessment in line with the Code of Practice is followed.

### **Access to the curriculum for AEN students**

All students follow a balanced and broadly-based curriculum, including the National Curriculum.

Each faculty has developed a differentiation policy to facilitate pupils' access to their subjects.

Additional in-class staffing support may be available from the AEN Team in the form of our Learning Support team (JA, JB, DE, RO, tba)

Appropriate materials or suggested resources may be produced by the AEN Team at the request of faculties.

Existing materials may be adapted by the AEN Team.

Each faculty has a designated AEN link teacher who will liaise with the AEN co-ordinator and SENCo when issues arise within faculties. The AEN link teachers will also be responsible for cascading important AEN information to their teams when necessary.

There is AEN representation at every pastoral team meeting for each year group.

AEN training for the whole staff has been built into the school's CPDL Programme and bespoke CPDL can be provided for faculties as requested. The AEN Team also offer a bespoke programme of training as part of the Session B cycle.

### **Integration of students with additional educational needs in the school**

Wherever possible, pupils are integrated into mainstream classes. Pupils with AEN are integrated into all school activities and have access to all those areas available to pupils without additional needs.

### **Criteria for evaluating success of AEN**

- Are pupils' needs identified and are all teachers made aware of those needs?
- Is expected progress made by AEN students?
- Is this recorded and monitored by faculties and AHT (AEN)?
- Does assessment of AEN pupils inform teaching practice?
- Do pupils improve basic skills in literacy and numeracy?
- Are faculties aware of AEN pupils and their needs? Is this knowledge reflected in faculty policy, schemes of learning and teaching styles?
- Are students offered an appropriately-differentiated curriculum?
- Are outside agencies used to enhance and support the school's response to AEN as appropriate?

### **Use of Facilities and Teachers from outside school**

Support and advice are obtained from the Educational Psychological Service and there is close liaison between the school and this service. The service is consulted where concerns are expressed about a pupil's academic progress and/or behaviour (SEN support). Advice is taken and individual programmes are set up for students as necessary. The psychologist's assessments of pupils gives valuable in-depth information about the level of a child's functioning and this is circulated to staff as necessary.

Support is accessed through the AEN Co-ordinator after consultation with pastoral leaders and in line with Code of Practice procedures.

Behavioural support is obtained in accordance with the school's policy where a pupil's behaviour is affecting their progress or that of their peers. This is accessed after consultation with pastoral leaders.

The school has links with the Service for the Hearing Impaired which offers support within school where necessary. This support is accessed through the SENDCo in conjunction with pastoral leaders.

The school also has links with the support service for pupils who have specific learning difficulties which offers in-school support as necessary. This support is accessed through the SENDCo and AEN Coordinator.

CVF holds a postgraduate certificate in specific learning difficulties-dyslexia and is able to assess pupils who are referred for dyslexia.

In addition, the school has links with the support service for autism. This operates on an individual basis and is accessed through the SENDCo and AEN Coordinator.

The school has links with the service for physically disabled students. Advice and resources are made available as appropriate. This support is accessed via the AEN Co-ordinator.

INSET may be provided by all these services as required.

### **Partnership with parents**

Parents of pupils who have been identified in Year 7 are informed of the nature of the difficulties experienced by the students and the provision for supporting them in school. Students on AEN Support (K) in the primary school are monitored and formal review meetings are held in the Summer term.

All parents of pupils who receive additional support and/or intervention (Years 8-13) are informed of the support arrangements for their child. This is communicated to them during the Autumn term.

Parents are encouraged to support the Team by ensuring that pupils read regularly and for pleasure at home.

Parents are welcome to come to school to meet with the SENDCo (and any other appropriate AEN staff) to discuss their child's progress and any concerns they may have. Emphasis is placed on joint responsibility leading to a cohesive, coherent approach, along with the recognition that parents have an important part to play in their children's education.

The appropriate AEN staff aim to attend all parents' evenings and contribute to meetings for prospective parents and Year 7 'Meet the Tutors' events.

### **Links with other schools, including arrangements when students change schools or leave school**

Termly SAIF meetings are held where parents are invited to attend as well as external agencies who may be able to offer specialist advice for pupils' needs.

Links are fostered with other mainstream schools.

The AEN Co-ordinator is invited to Year 6 Annual Reviews of pupils transferring to Whickham School.

Links with primary schools are also fostered through transition projects and through meetings.

When students with AEN change school, records are passed on to the new school in the same way as for any pupil.

When a pupil with AEN enters this school, records are passed to the relevant pastoral leaders and the SENCo who circulate advice to staff as appropriate.

When pupils with additional needs come to leave school, they will have experienced the careers programme which is available to all students. Advice from the Careers Service (Single Point of Access) for students with Education Health Care Plans (EHCP) is also available.

There is the opportunity for two-way communication with the local colleges should this be required.

#### **Links with Health and Social Services, Educational Welfare Services and Voluntary organisations**

Contact with these agencies is accessed through pastoral leaders. They will be contacted where concerns are expressed about a child's welfare, attendance at school and where other factors necessitate outside involvement.

<b>Approved by:</b>	Mr D Crosland
<b>Last reviewed on:</b>	July 2020
<b>Next review due by:</b>	July 2021